

# **INDIAN VILLAGE SCENES AND ACTIVITIES**

## **INDIAN GAMES AND SPORTS**

### **EARLY INDIAN VILLAGE SCENES**

#### **SOCIAL STUDIES, GRADES 4-6**

**Charts:** Indian Village Scenes and Activities  
Indian Games and Sports  
Early Indian Village Scenes

**Level 4 Standards:** 6040-01; 02

**Level 5 Standards:** 6050-01

**Level 6 Standards:** 6060-01

**OBJECTIVE:** The students will be introduced to activities of the early American Indians and learn of the sports and games played by the early Indians.

**ESSENTIAL QUESTION 1:** When did the American Indians have time for games and sports?

**ESSENTIAL QUESTION 2:** Why did the early American Indians and early settlers relate well to one another at first?

#### **ASSESSMENT EVIDENCE**

The students will be able to list five contributions made by the early Indians of Utah Territory, such as activities, food gathering techniques, games played, and clothing.

The students will be able to participate in an oral discussion or, if necessary, list four ways in which climatic conditions affected the Indians' way of life.

The students will be able to write about four ways in which the climate affected the early pioneers in Utah territory and what similarities the Indians and pioneers experienced in housing and clothing.

#### **LEARNING STRATEGIES**

From the charts listed above, select seven different scenes that relate to Utah Territory. Discuss the activities shown and compare chores that must be a daily task to produce harmonious living conditions: food preparation, repairs on shelters, making of clothing, and ceremonial or spiritual tasks. Are there similarities between the tasks of the Indians and the tasks of the early pioneers in Utah Territory?

Discussion points for the teacher:

- Discuss the contributions the Indians have made, and whether we feel the effects of their contributions today (i.e., architecture, places of spiritualism, ceremonial places, community squares).
- What role do you think the women played in the early Indians' daily life? What role did the men play? Were the children responsible for helping?
- Discuss climatic conditions of the Utah Territory during the time of the early Indians. Do these same climates still exist in Utah?
- Did the foods the early Indians hunted and harvested depend on the climate? Did the Indians in Utah Territory hunt seals? Did they use canoes to fish?

Resource materials may be found listed at the end of the Guide.



## **SOCIAL STUDIES, GRADES 7-8**

**Charts:** Indian Village Scenes and Activities  
Indian Games and Sports  
Early Indian Village Scenes

**Level 7-8 Standards:** 6100-01; 02; 03; 04  
Utah Studies

**Level 7-8 Standards:** 6120-01; 02  
United States History

**OBJECTIVE:** The students will explore contributions made by early American Indians in such areas as architecture, the arts, food and recreational activities.

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**ESSENTIAL QUESTION 1:** Why is it important to learn about the early Indians' games and sports and village life?

### **ASSESSMENT EVIDENCE**

Students research an area of the historic Utah Territory. Identify the groups of Indians that lived there, and discuss their clothing, food, and shelters and relate those three things to the climatic conditions that existed at the time.

Students make a class presentation on the roles the various tribal members played. Did women contribute to food preparation and gathering? Did only the men repair shelters? What role did children play in daily activities? Compare the roles of children then and the activities and roles of children in Utah today.

The students will be able to participate in an oral discussion of recreational activities the early Indians had that are popular sports still appreciated today.

Study the chart listing Indian games and sports. Have the class discuss types of activities known then by the Indians, the skills necessary to play the games or sports, and which games evolved into games we play today.

Students can research and make a class report on games played by the early Indians, and demonstrate hand games in class.

Viewing the charts, discuss the scenes showing the Indians at recreation. What similarities do the students find between activities then and recreational activities today?

## **LEARNING STRATEGIES**

Begin the lesson by displaying the charts using a Video iPod or allowing students to use computers; selecting scenes from the charts that represent locations in Utah Territory, discuss the activities shown.

Discuss with the students the conditions that caused the Indians to build the way they did. Questions to bring up in class include: What role did art play in the decoration of ceremonial places? Is this same art used today by students or their families, such as Navajo rugs, sand paintings, or rock art?

Resource materials may be found listed at the end of the Guide.



## **SOCIAL STUDIES, GRADES 9-12**

**Charts:** Indian Village Scenes and Activities  
Indian Games and Sports  
Early Indian Village Scenes

**Level 9-12 Standards:** 6200-01; 02; 03; 04; 05

### **World Cultural Geography, Part I**

**Level 9-12 Standards:** 6220-01; 02; 03; 04; 05

### **Ancient World Civilizations**

**Level 9-12 Standards:** 5250-01; 02; 03; 04; 05; 06

### **United States Studies**

**OBJECTIVE:** The students will study and evaluate interrelationships between physical and cultural life.

**ESSENTIAL QUESTION 1:** Why is learning about other cultures and how they affected our modern life so important?

## **ASSESSMENT EVIDENCE**

Students will be able to make comparisons between activities prevalent in the Indian way of life and the way of life the student is familiar with, based on geographic location. This can be presented in an oral report during class or a written report.

Students will be able to discuss six popular sports enjoyed today which may have evolved from sports and games played by early Indian tribes.

Students will be able to state an opinion on whether nature or people control the environment, based on the knowledge at hand and knowledge of earlier Indian groups and their lifestyles.

“Probablism states that people, not nature, are the most important components of an environment. People select what they want from among the wide range of possibilities contained within most physical environments.” Using this quotation, compare early Indian activities to those of early pioneers, and then those two activities to what we enjoy in our lives. Is the statement true? Students express an opinion and base it on scenes from the charts and knowledge of life today.

## **LEARNING STRATEGIES**

Teachers present four climates within the United States and prepare the students for class discussion on the influence climate has on housing, food, recreational activities, spiritual ceremonies, and clothing (e.g., on the chart “Indian Village Scenes and Activities,” row 1, picture 3—why did the Indians not use permanent structures rather than animal skins for shelters? Row 3, picture 4—what were the climatic conditions that allowed for such an elaborate recreational facility?).

Students could research in small groups and report on one geographic area of the United States, relating the Indians’ way of life in that area—what were the food sources, recreational activities and spiritual ceremonies like? Were they dependent on climate and location, or were they just based on cultural values?

Hold a class discussion on similarities between activities shown of the early Indians and activities today. Does climate play a part in the activities? Have climatic conditions changed? Has technology made a difference in recreational activities enjoyed today?

Using the Indian games and sports chart, discuss the similarities between games of then and games we know today. Speculate on which games Northeast Indians may have enjoyed and why, and on games that the Southwest Indians played. Are there similarities in games played in these areas today?

